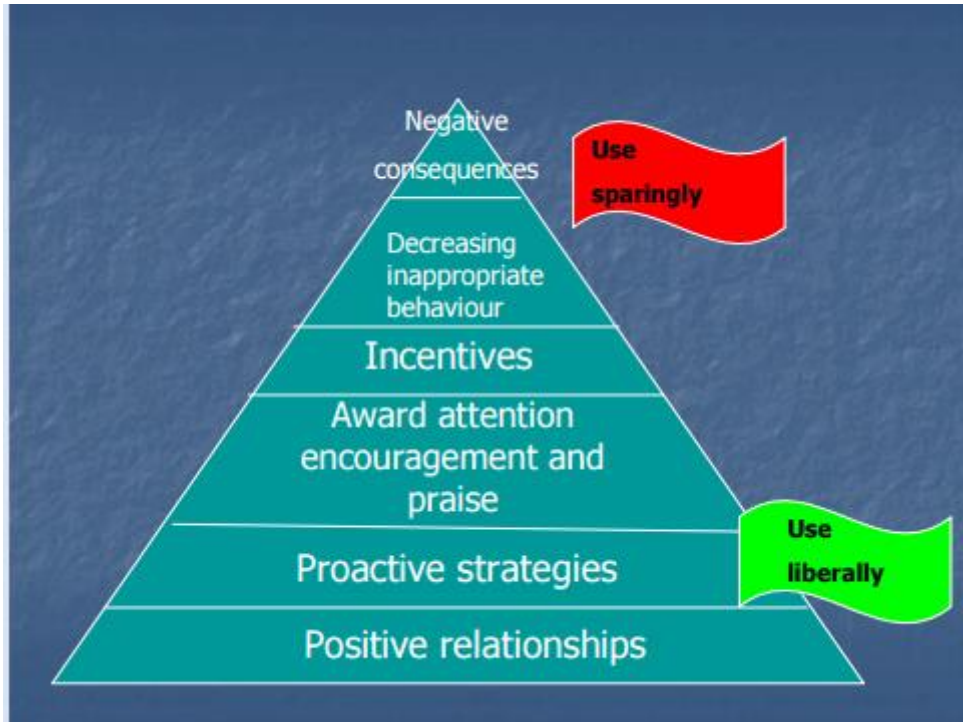




Positive Behaviour Policy

Background

Our behaviour policy is based on the Webster Stratton and Restorative Practice model. This is widely used across Leeds schools. We use it throughout the school day, including at play and lunchtimes.



Building positive relationships, praise and reward

Our aim is to excel in the bottom three segments of the triangle. Through succeeding in these areas, inappropriate behaviours are limited and easily corrected. Our attention is given to children making the right behavioural choices rather than those showing undesired negative behaviours. Children work towards individual and whole class rewards and are constantly praised for good and expected behaviour. The additional individual needs of each child are always taken into consideration when following this policy.

We all work inside our 5 Golden Rules:

- Be kind
- Always tell the truth
- Look after property
- Show 5 when listening
- Always try your best

Rewards

House points are used to reward pro-social behaviour throughout the school. These are totalled weekly with the winning house receiving the house point trophy each week.

Stickers, praise postcards and verbal recognition are also used to celebrate hard work, progress or successes. Children who have completed a week keeping to the school rules receive a stamp. These stamps add together to gain certificates throughout the year. The ultimate reward is the coveted 'Governors Award'.

Children also work towards a whole class reward. Each class also has its own reward system, which is agreed at the start of the term. This can vary from dojo points, marbles in a jar or continents on a map.

Children are sent to members of the Senior Leadership team for special praise. Gold Book Assembly is a real celebration of work, attitude and behaviour.

Language of choice

We use a language of choice when discussing behaviour; for example “if you continue to talk you will choose to have a warning.” We also frame commands positively for example using walk rather than do not run.

Behaviour hierarchy

With the exception of severe behaviours, correction of inappropriate behaviours follows a least disruptive intervention first:

- If an inappropriate behaviour is spotted, two children showing the desired behaviour are praised before the child is reminded about their own behaviour. This gives children the chance to correct their behaviour before being reminded to do so by the teacher.
- If the desired behaviour is not shown the pupil is given a verbal warning. If the desired behaviour is still not shown, a final warning is given. After this, if the behaviour persists, the child is informed they have chosen to take time out.
- Once timeout is completed the hierarchy begins again with the child starting afresh. The child is also given a fresh start at the beginning of each new lesson. Children will be praised by staff as soon as desired behaviours are shown.
- These steps are represented by a traffic light system which is clearly displayed in all classrooms. All children begin the session on gold. After one warning the children move from gold to green. After the second warning from green to amber. If behaviour does not improve and a time out is given the child is moved to red. Once the time out has been completed the child moves back to gold. Furthermore, every child will be moved back to gold for the start of the next session, as this serves as a fresh start.
- Children who have stayed on gold or green for the full week, will get a tick or stamp in their good to be green booklet. Bronze, Silver, Gold, Head Teacher and Governor awards are given throughout the year for children who remain ‘green’ for the whole term.

Use of timeout and other sanctions

Timeout is used instantly for swearing, aggressive, racist, destructive, or severe oppositional behaviours (defiance). It is also used as a final consequence after less intrusive steps on the hierarchy as mentioned above.

- Time out duration is 3 minutes for Foundation stage, 4 minutes Key Stage 1 and 5 minutes Key Stage 2. The final 2 minutes of time out must be settled calm time, thus meaning the actual time spent in timeout may be longer than the initial time the child had been given. Time out is not work avoidance and if the child misses work because of time out this work must be completed in their own free time.
- In Key Stage 1 and Foundation Stage, the child spends time out in a quiet corner of the classroom with no distractions or chance to talk.
- In Key Stage 2 the child goes to a partner classroom for time out. They go to the designated area with no distractions and have no interaction with the class. Once the time is spent and the child has completed 2 calm minutes they are asked to return to their class.

If the child refuses to enter time out, the time can be increased up to the age of the child, but not beyond 9 minutes. The Behaviour Mentor is involved at this stage.

Other sanctions

When the school deems fit other sanctions may be used. These included but are not exclusive to:

- Missing break time
- Not being permitted to represent sport teams
- Loss of other privileges
- The setting of written task such as lines or letters of apology

Escalation

If negative behaviour persists after the above sanctions, the Key Stage Leader will be informed. This can be followed by Deputy Head and then the Head Teacher if the desired changes are not observed.

If appropriate this may be followed the following day by internal exclusion. In this case, the child should be provided with learning for the day that they can complete independently. If the internal exclusion is in another classroom, the child should be given a quiet space at the back of the classroom where interactions with the host class can be kept to a minimum.

Confiscation of property

Staff will confiscate or retain pupil's property if it is not permitted in school or is being used to the detriment of learning. Items will be kept in the teacher's desk until the end of the day when it will be returned. Items of high value/ risk will be locked in the secretary's desk. To avoid this it may be best to encourage your child to leave any toys etc. at home. Unfortunately we cannot accept responsibility for any items brought onto the school site.

Discipline beyond the school gate

The school will discipline pupils for misbehaving outside school to such extent as is reasonable. This will be deemed as at any time the pupil is wearing a school uniform, travelling to or from school or if the behaviour is detrimental to the image of the school. If the parent is present they have ultimate responsibility for their child's behaviour.

Furthermore where technologies are used to the detriment of other pupils, for example in cases of cyber bullying, the school will ask for parental cooperation to deal with the matter. This may include asking to see message histories on pupil's phones or other devices.

Recording and Follow up

Time out is recorded on the school computer system, Sleuth with details of the date and time, behaviour and how long the child spent in time out. This will be followed up by the behaviour mentor, who will use restorative practice to resolve the situation.

We endeavour to always inform parents if their child has been sanctioned for any poor behaviour. This may be via the phone or email, but preferably face to face. The behaviour mentor is always available at the school gate at the end of the day so that this dialogue can take place. We want to work in partnership with all our parents/carers. We ask parents to communicate if their child has had a bad start to the day, has had a bereavement or loss or anything that they feel staff in school need to know about. Parents are invited to attend workshops on positive play and other relevant training within school.

In the case of persistent behaviour parents will be invited into school to meet with their child's teacher to work on shared solutions. Home school journals may also be set up to encourage sharing of information that may help with behaviour.

Behaviour Plans

While for the large majority of children the above strategies will be enough to encourage pro social behaviour, a small minority of children may require additional support. These children will have an individual behaviour plan that has been agreed by pupil, parent and class teacher. These are working documents, focussing on achievable targets. Some pupils may only require a behaviour plan for a short time, for others this document will evolve as the child makes progress against their targets or new issues arise.

Involvement of outside agencies

Where a child continues to show disruptive behaviours we may seek the assistance of external agencies. Where this is the case parental consent will be sought first and staff will readily discuss the process with parents as requested. Agencies may include community police, CAMHS, child councillors and Leeds Behaviour Support Team.

Restorative practice

Restorative practice is a way of getting children to talk about an incident. They sit in a circle with no barriers i.e. tables etc. Only one child speaks at a time. The children are encouraged to think about why they did something, how they felt and what they should have done. They are then encouraged to think about how they can repair any damage done and what consequences are needed.

Use of Force

Types of incident where the use of Reasonable force may be necessary fall into 3 Broad Categories:

1. Action due to imminent risk of injury for example attacks on pupils or staff, or the child self-harming or carrying out an act which could cause significant injury.
2. Action due to developing risk of injury or significant damage to property
3. Action where a pupil is behaving in a way that is compromising good order and discipline for example if a child refuses to leave the room when they are seriously disrupting learning.

These incidences occur very infrequently however when they do it is important that there are clear procedures and practices in place. To this effect we use positive handling.

Use of Positive Handling

Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

Named staff are only authorised to use reasonable force in applying positive handling, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation. We will only use the force necessary to stop or prevent the behaviour in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary.

In all circumstances other methods should be used if appropriate or effective positive handling should be a last resort. When positive handling becomes necessary:

We will

- Tell the pupil what we are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do so the restraint may be removed
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax our restraint in response to the pupil's compliance

Actions After An Incident

Positive handling often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **A member of the leadership team will be informed of any incident as soon as possible** and will take responsibility for making arrangements for debriefing once the situation has stabilised. Any victims of the incident will be offered support, and their parents informed. The incident will be recorded immediately. All sections of this report should be completed so that in the event of any future complaint a full record is available. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

February 2018

This Policy has been drawn up and written by the Behaviour Lead/Coordinator. This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

This will be reviewed annually by the Governing Body.

Drafted by: Michael Spink

Date: Annually